



Coffee Break Webinar

April 12, 2013

Summer Planning With Y4Y!

YOUTH
FOR
YOUTH



**21st Century
Community
Learning Centers**

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
y4y.ed.gov

Disclaimer



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Published Materials

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How to Use the Technology



A screenshot of a Webex browser window showing a professional development session. The main content area displays a slide titled "Y4Y Web-based Professional Development" with the "Y4Y FOR YOUTH" logo and a photo of five diverse children giving thumbs up. A blue banner at the bottom right of the slide reads "21st Century Community Learning Centers, U.S. Department of Education, 404 Maryland Avenue SW, Washington, DC 20202, y4y.ed.gov". The Webex interface includes a top menu bar (File, Edit, Share, View, Communicate, Participant, Event, Help), a toolbar, and a right-hand sidebar with tabs for Participants (2), Chat, and Polling. The Participants list shows "Jim Kiley-Zufelt (Host)" and "Jim Kiley-Zufelt (Host)". The Chat window shows a message from the host: "from Jim Kiley-Zufelt to All Participants: ...and it will display up here!". The bottom status bar indicates "Event number: 669 671 597" and "Audio broadcast disconnected".



Introductions



Hosts:

Monique S. McDowell-Russell

Y4Y Training Specialist

Jennifer Kobrin

Y4Y Content Specialist



Coffee Break Webinar Objectives



- Discover how Y4Y resources can support your Summer Planning
- Interact with Y4Y team members and afterschool colleagues from across the country
- Ask questions about Y4Y and how the portal can help you



Today's Topic



Summer Planning With Y4Y!

- The importance of planning for summer
- Y4Y resources for summer planning
- Q & A

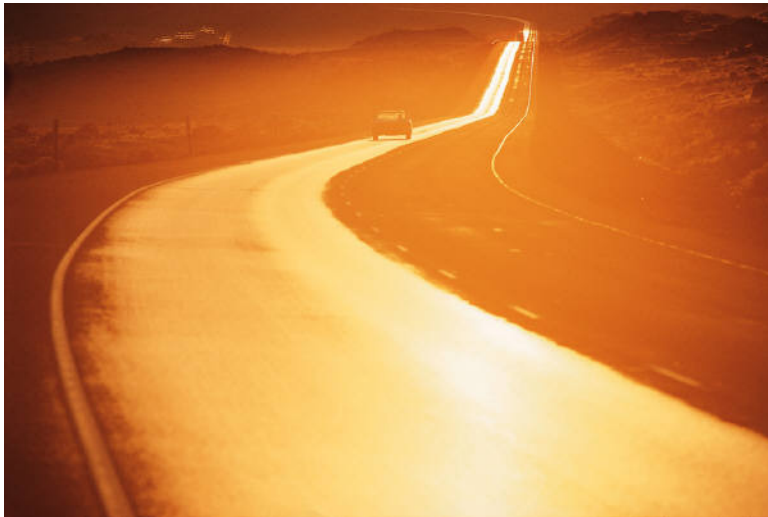


Poll: Your Role



- Executive Director
- Program Director
- Site Coordinator
- Group Leader/ Teacher
- Other

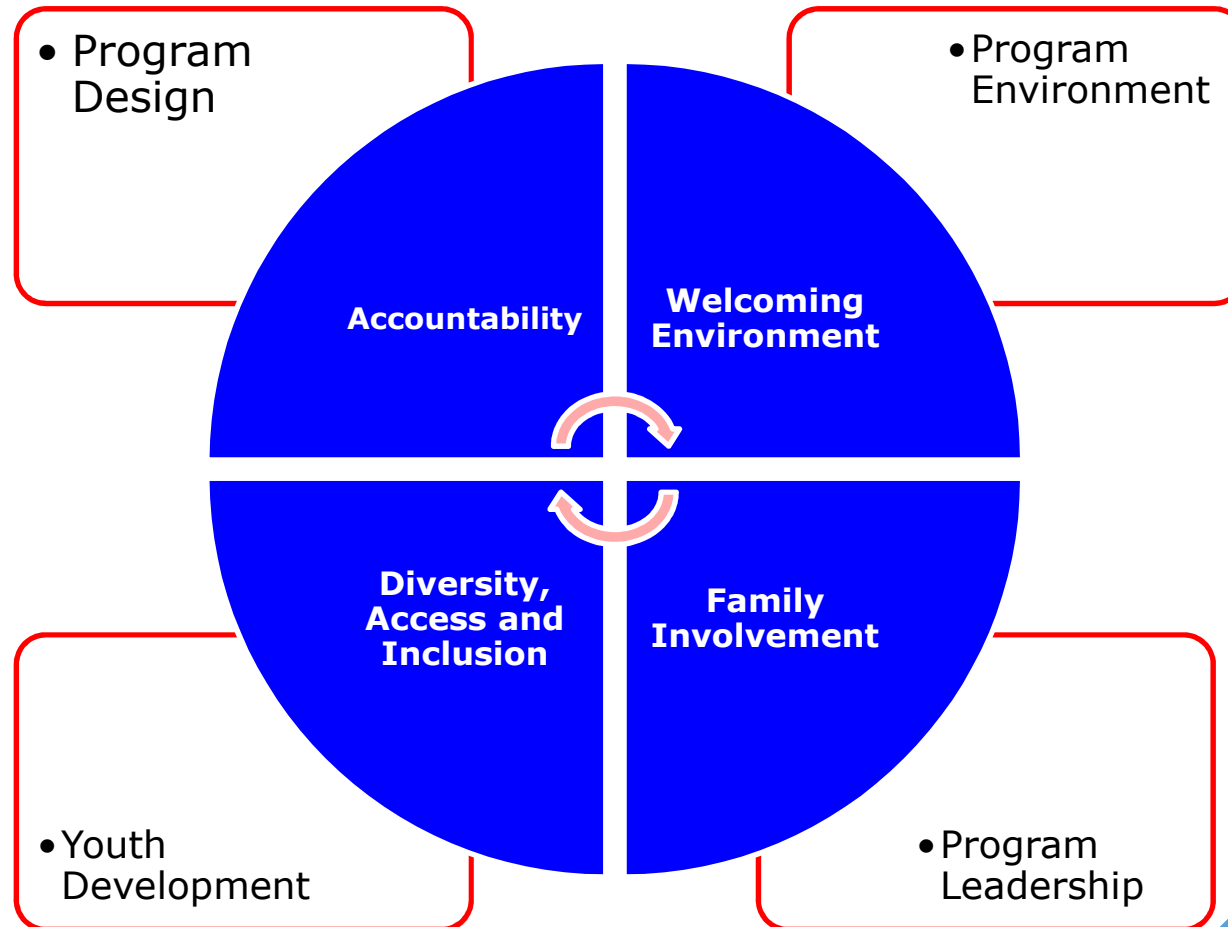
Planning for Success



What are your program goals for summer?



Summer Expectations



Summer Learning Loss



- “Summer Slide”
- Affects all students who do not engage in summer learning
- Accounts for more than half of the achievement gap



Source: National Summer Learning Association
(www.summerlearning.org)

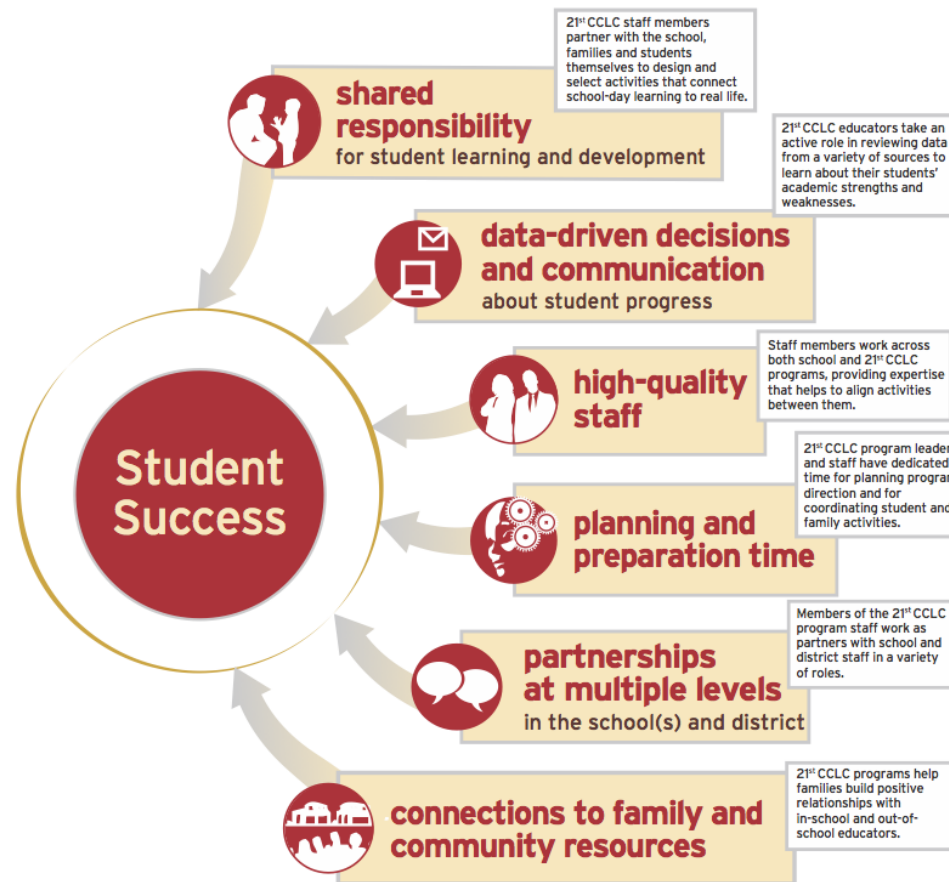


Not Just For School Days



Aligning With the School Day

Core Elements for Aligning In-School and Out-of-School Learning



Learn / Aligning with the School Day / Introduction



Teach: Find Y4Y Trainings



During Summer Months ~~Content After School Training Plan~~

You For Youth / Aligning With the School Day



Content After School—Training Plan

Use this Training to Go training plan with the [Power Point](#) to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available [here](#). If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

TRAINING TO GO Training Plan		
Content After School		
Time: 55 minutes		Materials:
Prep: <ul style="list-style-type: none">• Print handouts for all participants• Locate and print out state academic standards for the grade(s) the program serves• Arrange the space for group and pair work		
		<ul style="list-style-type: none">• Alignment Strategy• Academic Content grade(s) served in• Linking with Academic Worksheet
Slide Number and Title	Timing	Notes and Talking Points

Content After School (00:01 / 00:09)

Content After School

Training to Go

Suggested Training Plan
Content After School
Explain: As afterschool educators, we can help children and youth keep learning outside of the school day.
Youth learn all the time – from friends, families, and the adults in their lives. They learn formally, in schools. They also learn naturally, in life, through experience in their surroundings and with others.
Ask and discuss: Can you all remember one or two things you learned as a child? Who taught them to you? How?

Content After School Training to Go
US Department of Education • 21st Century Community Learning Centers
to youth

Teach / Aligning with the School Day

Summer Opportunities



- More time means more possibilities
- Time for deeper, hands-on learning
- Project Based Learning (PBL)
- STEM



Learn: PBL Introduction



Overview



During this introduction, you will:


- Learn key project-based learning terms and concepts
- Discover the benefits that project-based learning offers students and their communities
- Become familiar with the three stages of project-based learning: starting a project, performing the activities required to reach the project's goals, and demonstrating, reflecting, and celebrating the results
- Begin planning how project-based learning can become part of your program



Tool: Project Planner



You For Youth / Project Based Learning

 Project Based Learning Project Planner

Driving Question

Project Description

Objectives for Learning and Development

Materials Needed

Implementation
Project activities, who is involved

Start date: _____ End: _____

Start date: _____ End: _____

Planning Check
Is the project

- ☐ Based on youth interests?
- ☐ Based on youth input?
- ☐ Appropriate for the amount of time?
- ☐ Engaging, interesting, sustainable?

Planning Check
Do the objectives

- ☐ Reinforce, practice, or expand on what youth already know or are able to do?
- ☐ Clearly specify outcomes?
- ☐ Tie to demonstrations and documentation of learning?
- ☐ Connect with skills or knowledge needed for success in school?

Planning Check
Are materials needed to

- ☐ Guide youth in making a project plan?
- ☐ Carry out the project work?
- ☐ Help youth document learning?
- ☐ Help youth set learning objectives?
- ☐ Establish agreements with or among youth, partners, volunteers?
- ☐ Conduct a culminating event?
- ☐ Reflect, review?

- Map out a project from Driving Question to Culminating Event
- Ensure projects are youth driven
- Connect to knowledge and skills

Tools / Project Based Learning



STEM Tools



Questions for Inquiry-Based Learning

Checklist

- Is the question something youth really care about?
Does the question require more than just looking up a simple fact?
Is the answer something youth already known?
Is there more than one possible 'right' answer?

Yes No

Do these questions make the cut?

- ☐ Where is Chicago?
- ☐ How do they get the toothpaste in the tube?
- ☐ How much does a car cost in Japan?
- ☐ Why did Dr. Seuss write *The Cat in the Hat*?
- ☐ What is text messaging?
- ☐ Is R&B more popular than rap?
- ☐ How many people live in New York City?
- ☐ Why does the grass turn brown in the summer?
- ☐ Is the price of gas the same in Montana as it is in New Jersey?

The four steps to the Inquiry Process

- (1) **Ask Question:** Probe youth to get to the "real" question they want to ask.
(2) **Get Resources:** Help youth find resources to answer their question. Encourage youth to question whether or not the information is valid or good information.

You For Youth / STEM



STEM Vocabulary Builder

TALKING SCIENCE

Scientific Processes	Guiding Questions	Associated Vocabulary	Example Activity	Staff use		Students use		NOTES
				Y	N	Y	N	
Questioning, hypothesizing Forming questions Coming up with possible explanations or answers (hypotheses)	<ul style="list-style-type: none"> • Why is that? • How does it work? How does it happen? • What might happen if...? • What might you see? 	Question Hypothesis Wonder Curious	Take a walk in the woods or in a park to explore plant life.					
Observation Using the senses to gather information	<ul style="list-style-type: none"> • What do you see? Hear? Smell? How does it feel? • What is going on? How do you know? • Does this seem like anything 	Observe Observation Senses Describe Experiment	Notice and talk about different plants and seeds.					

Tools / STEM

STEM Tools



You For Youth / STEM



Learning About Tadpoles (K-2) Lesson

In this sample lesson, students read *The Icky Sticky Frog*, practicing literacy skills as they develop an understanding of tadpoles. This is a good example of how to integrate science across your curriculum.

Duration: 1 week or longer (can be extended)

Learning Goals

- Understand the life cycle of frogs and what they need to live
- Practice scientific inquiry through questioning, predicting, observing, recording and interpreting data, and communicating results
- Keep journals or records of scientific investigations
- Use graphic organizers
- Develop group work skills such as working together and listening to others

Materials Needed

- Aquarium with tadpoles, rocks, and plants for each group (consider purchasing the Carolina Biological Raise-a-Frog Kits or individual aquaria, tadpoles, and plants from your local pet store)
- Magnifying glass (1 per student)
- Drawing paper and colored pencils
- Variety of age-appropriate books on frogs for each group

You For Youth / STEM



Heavy Weight (9-12) Lesson

This sample project shows how you can engage students in a given topic, develop inquiry and problem-solving skills, and increase their understanding of how to apply science in real-world situations.

Heavy Weight (9-12)

Students gather data to explore the problem of adolescent obesity and develop potential solutions based on the observations they have made at their school.

Duration: 6-8 weeks for this lesson (45-60 minutes weekly); length variable if extensions used.

Learning Goals

- Practice the problem-solving process, including crafting and considering questions and key factors, making observations, recording data, analyzing data, communicating results, and planning further investigations
- Measure using tools such as scales, tape measures, and calipers
- Keep journals and/or log records of scientific investigations
- Apply mathematical weight concepts
- Compare results and draw conclusions
- Materials/Technology Needed
- USDA Food Pyramid
- My Pyramid Data sheet

Tools / STEM



Teach: STEM Every Day




STEM Everyday (00:01 / 00:09)

STEM Every Day

Training to Go

US Department of Education – 21st Century Community Learning Centers

STEM Every Day Training to Go 

Suggested Training Plan

STEM Every Day

Time: 55 minutes

Prep:

- Print handouts for all participants
- Bring copies of the program schedule
- Arrange the space for group and pair work

Explain: STEM Every Day is about promoting engagement with, exposure to, and learning in STEM. Even without expertise in STEM, we can plan and lead engaging, exciting, and inspiring STEM activities that increase youth's STEM interest. Through utilizing



Learn More Library



External Videos

Publications

Web-based Resources

« Start Assembling Your Team!

Acknowledgements »

Introduction

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

Learn More Library

Implementation Strategies

1	2	3	4	5	6	7	8	9	10	11
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Coaching My Staff

1	2	3	4	5	6	7
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Learn More Library



The screenshot displays the website of The Wallace Foundation. The top navigation bar includes links for 'VISIT OUR KNOWLEDGE CENTER', 'LEARN ABOUT WALLACE', and 'VIEW THE LATEST NEWS'. The main content area features a webinar titled 'Webinar: Stopping the Summer Slide – The Role That Networks and Policymakers Can Play in Reducing Summer Learning Loss'. The sidebar on the left contains several categories, with 'Events and Presentations' highlighted. A yellow arrow points to this link. Below the sidebar, there is a 'Stay Informed' section with an email subscription form and social media icons.

The Wallace Foundation

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Webinar: Stopping the Summer Slide – The Role That Networks and Policymakers Can Play in Reducing Summer Learning Loss

This webinar, presented October 11, 2011, looks at summer learning loss and possible remedies for it through the eyes of a RAND researcher and those working in the trenches to improve summer learning. Leaders from statewide efforts in Massachusetts, New York and Rhode Island share their perspectives along with a trio of people who help lead summer learning projects in those states.

Speakers:

- Jennifer Sloan McCombs, senior policy researcher at RAND and lead author of Making Summer Count
- Sanjiv Rao, executive director, New York State Afterschool Network
- Caterina Leone-Mannino, director of expanded learning and intervention, Rochester City School District
- Adam Greenman, executive director, Rhode Island Afterschool Plus Alliance
- Patrick Duhon, director of expanded learning, Providence After School Alliance/Providence Schools
- Katie Magrane, executive director, Massachusetts Afterschool Partnership
- Chris Smith, executive director, Boston After School & Beyond

Moderator:

Dara Rose, senior program officer, The Wallace Foundation

[Click here to view the accompanying slides of the presentation.](#)



Learn More Library



Making the Summer a Season for Learning



MakeLearningStick · 26 videos

208 views



👍 0 👎 0

👍 Like

About

Share

Add to



Uploaded on Jun 16, 2010

High-quality summer learning programs, like the Fresno County Summer Enrichment program, prevent learning loss through engaging activities and learning opportunities.

Show more

More Resources



- Additional Resources section
Learn / Introduction / Implementation Strategies
- Search function



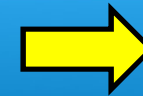
Online Professional Development and Technical Assistance for 21st CCLCs

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summer learning



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[Strengthening Summer Programming through ... - You For Youth](#)

y4y.ed.gov/media/.../leveraging_partnerships_for_program_success.pdf

File Format: PDF/Adobe Acrobat

policy makers that identify summer learning as a public policy priority; and. Increase funding for high-quality summer learning programs for young people who ...

[You For Youth // Family Involvement / Learn](#)

y4y.ed.gov/learn/family



Nonschool hours (before, after and summer) often used for student enrichment ... make choices about planning and implementing their own learning experiences ...

Q & A



- Summer Planning
- Y4Y Resources
- Aligning with the School Day during summer months
- Project Based Learning
- STEM



Today's Webinar



- Discover how Y4Y resources can support your Summer Planning
- Interact with Y4Y team members and afterschool colleagues from across the country
- Ask questions about Y4Y and how the portal can help you



Next Steps



1) Visit the Y4Y portal to:

- Register
- Follow up on today's discussion
- Find more resources on Y4Y



2) Tell your colleagues about Y4Y

3) Join us for the next Coffee Break webinar in May





Thank You!



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Visit www.y4y.ed.gov

